

# COVID-19 catch-up premium report

## SUMMARY INFORMATION

Total number of pupils in KS3 and KS4:	1000 at relevant census point	Amount of catch-up premium received per pupil:	£80											
Total catch-up premium budget:	£80,000	Current budgeted spend:	£78,244 plus contingency (£1,756)											
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## STRATEGY STATEMENT

Hampton College's Covid Priorities include:

1. Ensuring that the curriculum remains broad, ambitious, balanced and rigorous;
2. Identifying prerequisite skills and knowledge missed that need to be incorporated into the recovery curriculum;
3. Identifying unfinished learning and diagnosing learning gaps;
4. Adapting scope, sequence and pace of the curriculum and designing appropriate interventions in order to close learning gaps and ensure that curriculum aims are achieved and specifications completed;
5. To engage with and utilise the national tutoring programme and catch up fund;
6. To establish a whole school contingency plan that ensures blended learning and remote education support in the event of local lockdown or individual isolation and which meets the requirements of the DfE Guidance for Full Opening: Schools.

Our Covid Fund catch-up premium strategy falls within this set of priorities and aims to:

- Reduce the attainment gap between disadvantaged and vulnerable students and their peers;
- Raise the attainment of students in Years 9,10 and 11 during 2020-2021, to close the gap created by COVID-19 school closures;
- Raise the attainment of students currently in Years 7&8 via the Years 7/8 legacy catch-up premium;
- Raise the attainment of students in Years 7-11 in 2021-2022, by analysing the impact of these measures and using the second wave of Covid Catch Up Funding to target remaining gaps.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Reduction in variance between departments regarding levels and types of differentiation employed.
B	Gaps in learning where students have not accessed/fully understood online learning.
C	Literacy and numeracy skills for disadvantaged students/students with SEND.

### ADDITIONAL BARRIERS

#### External barriers:

D	Engagement with online learning for a proportion of students, particularly outside the core subjects, including equipment issues and lack of confidence in using technology.
E	Accessing revision materials, sessions and opportunities (including online resources) for a proportion of students; organization of revision and meeting coursework deadlines.
F	For a small proportion of students, low attendance, and/or attendance at lessons when in school.

## Planned expenditure for current academic year

Quality of teaching for all				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?
Identifying unfinished learning and diagnosing learning gaps Improved coherence and sequencing in the teaching of knowledge and skills across all subjects and both phases, incorporating adaptations to the scope, sequence and pace of the curriculum and designing appropriate interventions in order to close learning gaps and ensure that curriculum aims are achieved and specifications completed. An assessment policy that ensures marking and feedback is meaningful, motivating and manageable at all times.	Learning gaps identified, teaching and learning adapted and gaps closed. Curriculum aims achieved, specifications completed. Students back up to expected stages and levels ready for external assessments in order to maximize their potential and successfully move onto their next stage.	'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.' (EEF COVID-19 Support Guide)	We will closely monitor the impact these strategies have on the educational attainment of pupils. Teachers will continue to assess and monitor attainment and progress in their classes. This data will be collected at regular calendared intervals and monitored at individual pupil level across the whole school. We will use this information to assess the impact these strategies are having on individual pupils' performance and redirect resources accordingly. This will work in conjunction with our normal strategies of identifying any learning gaps, applying extra learning strategies and resources and testing to check the gaps have been filled.	<b>Ongoing</b> review in class by teacher via ongoing formal and informal assessment, both formative and summative. <b>Identified calendared data collection points</b> specific to year groups will be used to monitor and review the impact of these strategies (see whole school assessment calendar). <b>Termly</b> review during line management meetings and SLT outcome meetings which both feed into SLT meetings Full annual review at the end of the school year
Reduction in variance between departments regarding levels and types of differentiation employed.	Raising a) attainment and b) progress at GCSE for all groups with further emphasis on c) HPAs and d) DP.	The EEF's guidance report on <b>Special Educational Needs in Mainstream Schools</b> found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it. These included scaffolding, worked examples, modelling, visual aids, concrete examples, cognitive and metacognitive strategies, flexible grouping and the use of technology.	Tracking of specific cohorts of students: students with SEND, disadvantaged pupils, HPA. Teachers will continue to assess and monitor attainment and progress in their classes. This data will be collected at regular calendared intervals and monitored at individual pupil level across the whole school. We will use this information to assess the impact these strategies are having on individual pupils' performance and redirect resources accordingly.	As above Also via <b>calendared quality assurance visits, learning walks and appraisal linked teacher observations.</b> <b>Termly</b> review during line management meetings which feed into SLT meetings

To improve lesson observation procedures to encourage more dialogue and staff development.	To identify and share excellent practice across the school. To target deficit areas with a supportive action plan.	‘Great teaching is the most important lever schools have to improve outcomes for their pupils.’ (EEF COVID-19 Support Guide)	Tracking via observation procedures and central collation of examples of good practice.	<b>Calendared quality assurance visits, learning walks and appraisal linked teacher observations.</b> <b>Termly</b> review during line management meetings which feed into SLT meetings
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<b>Total budgeted cost:</b>	<b>£2,740 for specific dept requests (Appendix 1)</b>
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**Targeted support**

<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What’s the evidence and rationale for this choice?</b>	<b>How will you make sure it’s implemented well?</b>	<b>When will you review this?</b>
Intervention by the Bridge’s specialist teacher (supported by Covid CatchUp Mentor – see next section)	See The Bridge Action Plan	<p>‘In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.’ (EEF COVID-19 Support Guide)</p>	<p>The impact will be monitored via the methods described above.</p> <p>In addition, the impact will be evaluated via The Bridge Action Plan.</p> <p>We will also gather staff, student and parent voice data.</p>	<p><b>Ongoing</b> review in class by teacher via ongoing formal and informal assessment, both formative and summative.</p> <p><b>Identified calendared data collection points</b> specific to students in this group will be used to monitor and review the impact of these strategies (see whole school assessment calendar).</p> <p><b>Termly</b> review during line management meetings and SLT outcome meetings which both feed into SLT meetings</p> <p><b>Full end of school year review</b></p>

<p>Catch Up Mentor located in the Bridge (organisation, revision classes, coursework)</p> <table border="1" data-bbox="159 233 510 416"> <tr> <td>Catch Up Mentor Year 1</td> <td>£25,000</td> </tr> <tr> <td>Catch Up Mentor Yr 2 (6m)</td> <td>£12,500</td> </tr> </table>	Catch Up Mentor Year 1	£25,000	Catch Up Mentor Yr 2 (6m)	£12,500	<p>See The Bridge Action Plan</p>	<p>The EEF COVID-19 Support Guide references the importance of interventions, 1:1 and small group tuition, summer programmes, pastoral support, extended school hours, supporting parents and carers, and supporting students in transitioning back into the routines of school life. We also seek to maximize the impact of the range of targeted support on offer by ensuring that students have the confidence, motivation and organization to be able to access these opportunities.</p>	<p>The impact will be monitored via the methods described above.</p> <p>In addition, the impact will be evaluated via The Bridge Action Plan.</p> <p>We will also gather staff, student and parent voice data.</p>	<p>As above</p>
Catch Up Mentor Year 1	£25,000							
Catch Up Mentor Yr 2 (6m)	£12,500							
<p>Tutoring and small group tuition: £3,240 from National Tutoring Programme (Summer Term 2021) £2,3764 for Maths Apprentice (Sept 2021-August 2022)</p>	<p>Closing the learning gap due to lockdowns for students in Maths and KS4 English.</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF COVID-19 Support Guide)</p>	<p>Teachers will provide information at the start of the programme regarding individual students' learning gaps and will monitor progress throughout the programme, liaising closely with the tutors to achieve their desired 'what success looks like' outcomes. Students' attainment will be tracked as described above. Evaluation tools will be in place to monitor impact at key points.</p>	<p>As above</p> <p>Detailed plan for <b>Question Level Analysis</b> in Maths, including regular meetings, and reporting to Governors on a regular basis</p>				
<p>GCSE Pod Subscription (£11K)</p>	<p>For all KS4 students to be inducted into the programme year on year.</p> <p>Statistical overview providing by the platform to show use by the majority of subjects.</p> <p>To enhance the performance of students across subjects at GCSE – correlations between usage and progress.</p>	<ul style="list-style-type: none"> <li>• Positive feedback from staff and student voice.</li> <li>• Positive correlation between usage and progress at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Can monitor usage from statistics provided by GCSEPod. Can identify subjects and individual students' usage.</li> <li>• Include information for parents and students at curriculum evenings, assemblies and via the website.</li> <li>• Induction to platform at the start of year 10 and a refresher in year 11.</li> </ul>	<p>As above</p>				
<p style="text-align: right;"><b>Total budgeted cost:</b></p>				<p><b>£78,244 plus contingency (£1,756)</b></p>				

Other approaches				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?
Purchase of 30 laptops to lend to students Funded via other budgets	Students are able to access online learning and engage in 80% of the online offer.	'To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.' (EEF COVID-19 Support Guide)	Training on use of laptops and ongoing support from SSSAs. Tracking of access to learning via engagement spreadsheet.	As above
<b>Total budgeted cost:</b>				<b>£9,780</b>

## Appendix 1 – Department Use of COVID-19 Catch Up Premium

Item requested/mentioned	Requested by which department?	Is this an annual/usual cost for the department, or a cost specifically created by the need to catch up a specific year group after lockdown?	Specific costing	How will the impact of this expenditure be measured?
Set of dictionaries and textbooks per class	MFL  Years 8 & 9	Cost created specific to years 8-11 during lockdown because we are not in our teaching rooms with a set of dictionaries for use by all year groups concurrently.	Dictionnaires - £2.00 The Works/ £6 Harper Collins  Y8 = 6 classes x 30 Y9 = 6 classes x 30  £720	Independent learning.  Ties into the literacy drive for enriched vocabulary use.
Subscription to language learning platform	MFL  All years	Listening activities are limited to class based delivery. Language learning platforms provide for listening provision in addition to grammar and the other exam skills. Our budget does not stretch this far and the value of the sites is considerable.	The Language Gym approximately £200 KS3 and KS4  This is Language approximately £700 KS4 only	Student engagement – home learning, vocabulary retention, more accurate application of grammar, developed reading skills, easy access to independent learning, and can differentiate according to student needs.
Visualisers	Art	Already authorised via finance		
Specialised workshops from painting and sculpture specialists to build skills confidence	Art  Year 13	Already authorised via finance		
30 GCSE Art catch up Kit £14 per Kit	Art	Yr11 Need to catch up a after lockdown	£420.00 30 Kits £14 per Kit	Enabling students from lockdown and self isolating students to carry on with portfolio component 100% of final GCSE mark
2D Design Version 3 site licence	Tech	Students completing the air freshener project in Year 7, the Board games project in Year 8, the Uplighter and Clock project in Year 9 all do an element of their product using 2D Design.  The present Year 10 contains students that have missed the Year 9 projects, so I have had to come up with a project that they are now doing to make up for the lack of skills using it. They are about to move onto using the software to make a phone stand.	£700 for the software - which includes the cost of the software and then a licence for the first 3 years for up to 1000 students	Measured by the amount of students that would be e-mailing work to me for lasercutting which has been completed at home.

		<p>The existing Year 11 will all use the software to produce an element of their NEA, and all have the ability to use the program and would, if it was available at home, produce their NEA in a shortened time or be able to continue doing a difficult design at home to help them finish in a shorter time.</p>		
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## Appendix 2: Full Costable Items from Department Action Plans for Catch Up – Funded from department budgets

Item	Department
Visualisers	Art
Specialised workshops from painting and sculpture specialists to build skills confidence	Art - Year 13
Access to premade pack to support revision	Business - Year 11 VCert
A pre-recorded live performance showing after school	Drama - Year 11
Screen in Studio 2 to catch up theory (is this a Smartboard or something else?)	Drama - Year 12
Visualiser, training and software	Food Tech - Year 7
Ingredients to cook higher skilled dishes in NEA 2	Food Tech - Year 11
Visualisers	English - Year 10
NEA 1-2-1 adviser	English - Year 13 Lang/Lit
Additional GCSE textbooks	Geography - Year 10
Additional A Level textbooks	Geography - Year 12
Booklets to support online learning – do they need photocopying?	History - Year 8
Textbooks accessible online – is there a licence cost involved?	History – Year 10
Resources for Paper 3 Weimar and Nazi Germany	History - Year 11
Resources for Russia and China need to be adapted for use in lockdown	History - Year 12
Teaching resources purchased	ICT - Year 13
White Rose Maths	Maths - Year 7
Discovery Mathematics (Kerboodle)	Maths - Year 7
Foundation textbooks linking with Kerboodle; AQA GCSE Maths Kerboodle access to online textbook and worksheets; paper packs	Maths - Year 10
Visualisers	Maths - Year 11
Textbooks for individual students	Maths - Year 12
Funding for revision guides	Maths - Year 13
Set of dictionaries and textbooks per class	MFL - Year 8
Subscription to language learning platform	MFL - Year 8
Photocopying budget boost	MFL
Focus on Sound subscription for all students	Music - Year 9
Anthology and student workbook	Music - Year 10
Musicianship skills lessons	Music - Year 11
Printed resources going home	Music - Year 11 and 13
YDP Boxercise sessions	PE - Year 7,8,9
Table tennis coach 5 weeks	PE - Year 11 BTEC
Football skills YDP coaches	PE - Year 11 BTEC
AQA revision workshops, revision guides etc	PE - Year 11 GCSE
Year 1 textbook for individual students	PE - Year 12
Textbooks	P/S/C - Year 10
Tutor2u catch up lessons	Psy and Soc - Year 13
Revision packs paper copies	RE - Year 10